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ABSTRACT

The New York State Mentor Teacher-Internship Program (MTIP) was established by law in 1986 to provide formative peer guidance and assistance to first-year teachers. This paper provides a summary of the state regulations on mentor programs; presents an overview of a 1986-1987 report on MTIP; and reports on three surveys of colleges and universities with teacher certification programs (January 1989, December 1989, and November 1991). The 1991 survey is reported in greater detail. Data in the 1991 survey were collected from respondents (N=43) on: (1) the level of individual and institutional involvement at the higher education level with any mentor teacher-internship programs in any state elementary and/or secondary school; (2) types of services offered (e.g., program development, training of mentors, subject area workshops); (3) workshops, seminars, and/or courses in mentoring; (4) skills taught in courses offered; and (5) additional initiatives to help beginning teachers. The review of these investigations suggests several areas for attention: all parties need to focus on the benefit of collaboration; the New York State Department of Education needs to acknowledge the crucial role of institutions of higher learning; criteria for the continuing assistance of teachers in their professional development must be agreed upon; and state funding needs to be settled. Attachments include: regulations related to state certification requirements for secondary teachers; a list of colleges and universities responding to the 1991 survey; and a copy of the 1991 survey instrument. (IAH)

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THE COLLABORATIVE ROLE OF HIGHER EDUCATION IN THE MENTOR TEACHER-INTERNSHIP PROGRAM IN NEW YORK STATE

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Paper presented at the 1992 annual meeting of the
Association of Teacher Educators
Orlando, Florida
February 17, 1992

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> The education of teachers is a continuum from pre-service study and experience, through a period of induction, and continuing throughout one's career. The advent of a systematic approach to the induction of new teachers, such as New York State's Mentor Teacher-Internship Program, provides an opportunity to enhance the teacher education continuum. Teacher educators, practicing classroom teachers, and administrators have long called for a smoother transition between the pre-service and in-service stages of teachers' careers. New York State's efforts, it would seem, not only respond to such a call, but place the goal of highly personalized professional induction for every teacher within their grasp. The Mentor Teacher-Internship Program offers the framework through which teachers and administrators in elementary and secondary schools and professors in colleges and universities might cooperatively complete the picture of teacher education (Yarger-Kane and Buck, 1989, p. 13).

The New York State Mentor Teacher-Internship Program was established in 1986 with the enactment of Section 3033 of State Education Law. It is designed to provide formative peer guidance and assistance to teachers in their first year of full-time public school employment.

Although several features of the New York State Mentor Teacher-Internship Program are similar to those described in the ATE publications Assisting the Beginning Teacher (1989) and Mentoring: Developing Successful New Teachers (1990), a combination of features makes it somewhat unique among programs of this genre. First, As Corsi and Brennan (1986) point out, the program values the expertise of experienced teachers and trusts

their capacity to constructively influence the lives of beginning teachers. Second, the New York State program is evolving. Programs designed at each site serve as an experience base for future program planners. Third, the program is not a teacher evaluation program; mentor teachers are prohibited from participating in the evaluation of intern teachers. Finally, the New York State program recognizes that development and learning that will change novices will take time. While support is focused in the crucial first year, many mentor-intern relationships are sustained over a longer period of time.

Both Section 3033 and Part 85 of the Commissioner's Regulations state the following:

* an implementation plan must be developed by a district. This plan is negotiated in accordance with Article XIV of the Civil Service Law; i.e., the mentor selection committee must be composed of a majority of classroom teachers "chosen by the certified or recognized teachers' employee organization" (3033.3).

* eligible mentor teachers are selected from a list developed by this committee (3033.2).

* eligible mentors must have indicated a willingness to participate in the program, demonstrated a mastery of pedagogical and subject matter skills, and given evidence of superior teaching abilities and interpersonal relationship qualities (Part 85.2).

* eligible interns are limited to those who are full-time teachers in their first year of service in a particular

certification area, holding a provisional certificate, a temporary license, or a New York City per diem certificate (Part 85.1).

The law states that the superintendent of the local district or Board of Co-operative Educational Services unit assigns mentors from the selection committee pool to particular first-year teachers. Although the regulations require that the mentor and intern come from the same certification area, a variance may be requested from the Commissioner. Regulations state that the intern is "under the guidance of a mentor teacher."

Regulations state, "mentors will guide and support their interns. The information obtained by a mentor through interaction with an intern shall not be made available to supervisors or used in the evaluation of such intern" [85.2(b)(2)(iii)]. Thus, the relationship between mentor and intern, according to the current Regulations, is to be advisory and not evaluative, and strictly confidential.

Under New York State Regulations, participating mentors may be released from teaching assignments by the district. [State funds have, until this year, covered up to 40% of a part-time mentor's salary (10% per intern).] A teacher may also serve as a full-time mentor, but not for more than two years out of five consecutive school years. Both part-time and full-time mentor teachers continue to accrue seniority in their tenure area.

Participating intern teachers receive reduced teaching loads. First-year teachers may not carry more than an 80% classroom instruction assignment and several interns may be assigned to one mentor.

The Commissioner of Education may grant a variance from any MT-I regulation if the requirements of the regulations have been "substantially met," the requirements of the law "have been met," and the granting of the variance is "consistent with the purpose of the Mentor Teacher-Internship program."

A yearly report and evaluation of the local effort is required from each participating district. In past years, a number of evaluators have monitored and commented on the programs State-wide (Mager et al., 1987; Mager, 1988; Mager and Corwin, 1988; DeBolt, 1989; Harder, 1989).

Local education agencies participating in the State MT-I Program have been eligible (within limits) for reimbursement for released time costs for the mentor and intern, training costs, supplies and materials, evaluation, coordination, and travel conference costs. The reported average of costs for an intern-mentor pairing was approximately $18,000 in 1990-91.

State funding for approved programs has been as follows: 1986, $4 million; 1987, $8 million; 1988, $10.5 million; 1989, $12.5 million; 1990, $16.5 million; 1991, no funding. Many programs have discontinued operation with the loss of State reimbursement.

It is proposed that all elementary and secondary teachers who become provisionally certified under the new certification regulations which go into effect in September 1993 will be required to complete "a satisfactory one academic year supervised internship in a public or non-public school pursuant to regulations of the Commissioner of Education to be adopted by the Regents" (See Attachment "A"). General statements made by the

Commissioner and other State Education Department officials suggest that the regulations concerning this required internship will be modeled after the current Mentor Teacher-Internship grant program.

At the inception of this program in 1986, the Commissioner of Education appointed nine individuals to serve as a Mentor Teacher-Internship Program Advisory Committee to monitor the program. Each member of the committee represents certain constituents; e.g., the New York State United Teachers (an affiliate of the American Federation of Teachers), the National Education Association of New York State, the New York City Board of Education, the BOCES (Board of Cooperative Educational Services) units, the School Administrators Association of New York State, the New York State School Boards Association, the United Federation of Teachers, and Institutions of Higher Education in New York State. The Advisory Committee meets bi-monthly in Albany to give guidance and direction to the program, and to recommend methods of allocating available funds provided by the State Legislature.

During 1988-1989, a position paper was formulated by the Confederated Organizations for Teacher Education (COTE). A writing team composed of regional representatives Norm Bauer (SUNY-Geneseo), Montess Byrd (SUNY-New Paltz), Eve Dalmolen (Elmira College), Mae Gamble (SUNY-Hunter College), and Ginny Shippy (SUNY-Oneonta) expressed this view toward collaborative roles in teacher education:

> We believe that higher education faculty can and should play a significant role in the mentoring of new teachers. Institutions of higher education possess the human resources with the knowledge, talents and skills necessary to initiate and sustain programs of study, courses, conferences and workshops which can promote what is good for education at all levels. As with all other human agencies, they need (a) to exercise restraint and caution so as not to engage in self-serving activities or to appear to be protectors of their 'turf'; and (b) to reveal by their decision-making the wisdom to know when such bridges should be built or reconstructed. (Yarger-Kane and Buck, 1989, pp. 13-14).

This paper presents four major undertakings in ascertaining the role of higher education in the New York State Mentor Teacher-Internship Program since its beginnings in 1986. We begin with an overview of A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1986-1987, prepared by Dr. Gerald M. Mager of Syracuse University, with the assistance of Ann Bower, Carol Corwin, Mary Davis, and Gary DeBolt.

The first year of the MT-I Program in New York State was viewed as a pilot year for the program. Two dozen projects were designed and implemented that year. Mager and his associates sought to discover in this comprehensive descriptive evaluation what had been experienced and learned so that "such knowledge, if shared, could inform planners and participants in other projects" (Mager, 1987, p. 2).

Mager reported that institutions of higher education "have played a variety of roles in the projects. No fewer than ten institutions were used in one form or another in the local efforts" (p. 45). In some cases, college faculty worked as partners with local teachers and administrators in writing the

proposals and in implementing the projects. In addition, they served as consultants and made library resources available as requested. The ties with colleges and universities were both formal and informal; "generally these ties were seen as valuable and productive" (Mager, 1987, p. 46). Although the number of actual partnerships during the first year was somewhat limited, coordinators of local projects had suggestions about what forms such associations might take. "Primarily colleges and universities were seen as a source of knowledge and skill development: orientation to and study of the work of mentoring; review of instructional planning, sometimes in particular content areas; seminars on selected topics such as child development, classroom management, and content area topics -- all were seen as needs which the higher education resources could help meet. Relatedly, it was suggested that colleges and universities might serve as a clearing house on resources related to the work of mentoring in education" (Mager, 1979, p. 46).

A second set of roles for institutions of higher education would bring them into even more direct involvement in local projects. Suggestions made by local project coordinators and mentors centered around higher education faculty working with mentors and interns "to help them clarify their roles, and...to offer support and feedback" (Mager, 1987, p. 47). Indeed, several representatives of higher education served as local project evaluators in the pilot year.

Yet a third set of roles emphasized the value of coordinating the intern experience with the preservice program. What would be shared expectations of the knowledge base of first-year teachers?

How could the internship experience be "previewed" during the preservice program so that new teachers would understand and feel positive about participating in it? How could a program of follow-up be developed with the goal of translating theory into practice? Mager also reported that courses for mentors were also seen as desirable, although the content of such courses was not specified. In summary, it appeared that there was considerable interest expressed by respondents in collaborative and coordinated efforts and structures--which, "if developed,...would alter traditional practices in teacher education and induction" (Mager, 1987, p. 48).

Mager concluded, "Overall, there seems to be an interest on the part of project participants in pursuing productive associations with institutions of higher education. The successful involvement of a number of institutions suggests receptivity toward filling a range of roles in developing and sustaining projects. But the limited experience of the pilot year is not sufficient to understand what the extent or form of this association might yet become" (Mager, 1987, p. 48).

On January 25, 1989, the Central New York Regional Group of the New York State Confederated Organizations for Teacher Education (COTE) mailed a two-page survey which had been developed by the group to each of the 91 colleges and universities in New York State with teacher education programs. The purposes of the survey were to determine if (a) these institutions had any association with the New York State Mentor-Teacher-Internship Project, or with any Teacher Center Mentoring Project, (b) if mentoring courses are included in undergraduate

and graduate programs, and (c) what mentoring skills were included in education courses. A total of 41 colleges and universities replied by February 24, 1989. The results, as summarized in the COTE Position Paper (Yarger-Kane and Buck, 1989), are as follows:

A. Does your college/department have any formal or informal association with one of the State-sponsored mentor-intern projects? No-31; Yes-10. (The names of the institutions are given in the Report.)

B. Are there any other college/department groups or individuals who are engaged in work related to new teacher induction/internships? No-32; Yes-6. (The names of the institutions are given in the Report.)

C. Does your college provide any graduate courses in mentoring the beginning teacher? No-36; Yes-3. (The names of the colleges are given in the Report.)

D. Does your college include mentoring skills within any graduate courses? Yes-9 Undergraduate? Yes-5 (The names of the colleges are given in the Report.) The Report suggests that the mentoring skills are many and varied. Examples include peer coaching, developmental supervision, consulting skills for teachers, interpersonal skills, and skills in giving and accepting feedback.

E. Do any of your faculty work with Teacher Centers in mentoring-induction programs? No-30; Yes-9 (as consultants, trainers for mentors).

As a representative for higher education on the Statewide Mentor Teacher-Internship Program Advisory Committee, I was

interested in the status of higher education in the development of the mentor-internship process. A survey was sent to colleges and universities in New York State which have teacher certification programs in December 1989. This survey was an elaboration of the COTE questionnaire and sought to explore several additional areas of interest. The survey was reviewed by Ms. Nancy Brennan, Coordinator of MT-I Programs for New York State; Dr. Charles Mackey of the New York State Bureau of Certification; and Mr. Patrick Flynn, Associate in the Division of Research and Educational Services for the New York State United Teachers. The survey was sent to colleges and universities, who were asked to respond by January 15, 1990. The results of the survey represented forty-nine respondents, or a return of 54%, and were reported at the 1990 ATE Annual Meeting (Ware, 1990).

Results of This Study

A survey (see Attachment "C") was sent to colleges and Universities in New York State which have teacher certification programs in November 1991. This survey was a further refinement of the January 1989 COTE survey and my December 1989 survey. This 1991 survey was reviewed by Ms. Nancy Brennan, Coordinator of MT-I Programs for New York State. The results of the survey represented 43 respondents, or a return of 52%. Respondents are identified in Attachment "B."

The first concern was to ascertain the level of involvement of individuals and institutions at the higher education level with any mentor teacher-internship programs in any New York State elementary and/or secondary schools, or with any BOCES (Board of

Cooperative Services) multi-county unit. Nine institutions identified local school districts and BOCES units which were presently (or had recently been) linked with the institution. Six of the eight institutions were connected with more than one LEA (local education agency). Four of the eight institutions indicated that individual faculty members also provided services to LEA's. In addition, eight other respondents detailed individual faculty involvement with mentor-teacher-internship programs in the local schools. Twenty-seven institutions reported no involvement or connection directly with elementary or secondary schools, or with a BOCES unit.

Respondents were asked to specify the types of relationships established or services offered to LEA's. The areas of involvement and the numbers of institutions are summarized below:

A. research and/or literature review - 6
B. program development - 10
C. assistance in grant writing - 3
D. program evaluation - 6
E. training of mentors - 12
F. subject area workshops - 4
G. other:
   - continued college connection with individual faculty representatives to provide (first year) on-site (new) teacher assistance - 1
   - art education mentor network - 1
   - courses and conferences (see below) - 3

Colleges and universities were asked if the institution provides workshops, seminars, and/or courses in mentoring.

Fifteen responded that they do this at present, and two additional institutions commented they had done so until this year. It should be noted that this represents a 100% increase over the results reported in my last study (Ware, 1990).

The respondents identified primarily graduate-level courses, as well as workshops and conferences related to mentoring and the needs of beginning teachers. Two conducted summer institutes, while one college has packaged a nine-hour program/workshop to prepare mentors. This inservice offering, as well as three others, were offered through a Teachers' Center.

Institutions of higher education were asked to identify those mentoring skills which might be included as part of the content of any course. The results are summarized below:

A. coaching skills = 10
B. clinical supervision = 12
C. adult learning theory = 9
D. conferencing skills = 13
E. interpersonal communication skills = 13
F. observation = 14
G. reflective teaching = 15
H. other:
   - record keeping/report writing = 1
   - conflict resolution = 1
   - general importance of program and the promise of its development for the future (if funds are available) = 3

Institutions were also asked, "Are there any other cooperative or collaborative ways in which your institution and the schools are currently assisting the beginning teacher?" A

dozen respondents identified initiatives in this area. Examples are as follows: support meetings for recent graduates who are new teachers; weekly or bi-weekly visits to teaching sites by college professors; workshop and conference presentations incorporating "case study" approach; college-based support network for novice teachers; additional continuing support for new teachers through college student teaching supervisors; workshops and literature-based seminars; working with school administrators to develop new teacher support strategies; informal alliances (institutional and individual) with previous student teachers; and seminars and colloquium services. The variety of experiences and the informal nature of many activities appears to be characteristic in New York State.

New Regulations of the Commissioner of Education (effective September 1993) will require a year's supervised internship for permanent certification in academic subjects. We asked institutions to describe courses or other efforts they might be anticipating to help address this requirement, and to note if these efforts would focus on preparation for mentors <u>on</u> increasing new teachers' awareness of the mentoring process (or both).

Exactly half the institutions responding to the survey (22) said they had no plans at this time. Two of these indicated that, in their opinion, the State would not provide adequate funding for MT-I Programs, and therefore there was no reason to prepare for a requirement which might soon be removed from Commissioner's Regulations!

The remaining twenty-two responses were encouraging, and

reflected an enthusiasm for the concept and an eagerness to provide information and training for mentors and interns through existing undergraduate and graduate courses, guest speakers, seminars, workshops, and conferences.

Recommendations for Action

A review of four major investigations of the role of higher education in the mentor teacher-internship programs in New York State undertaken in the past five years suggest several areas for attention and action.

1. Although there is documented involvement and collaboration between institutions of higher education and the schools, and although this involvement appears to be increasing, much collaboration is informal and unstructured, depending frequently upon the interests of individuals and the availability of funds. The NYSED, mentors, interns, local education agencies, and institutions of higher education could benefit from a sharper perspective and understanding of the opportunities presented by such collaboration. At the present time, networking is challenging and seemingly uncoordinated.

2. Acknowledgement by the New York State Education Department of the crucial role which institutions of higher education could play in the mentor-intern program might assist in developing such collaboration. A suggestion by Gowie (1991) is worthy of consideration: "Perhaps the State Education Department could facilitate this initial contact (with higher education) by urging districts to include representatives from higher education on their Selection Committees or Advisory Councils" (p. 2).

3. Criteria for the continuing assistance of teachers in their professional development must be identified and agreed upon. Research and theoretical framework can inform practice. Structure and process can become policy.

4. Surprisingly few of the institutions responding to the survey indicated that they had plans relating to the new Commissioner's Regulations (Attachment "A"). This probably arises from skepticism about the continuation of the requirement, given the devastating situation for educational funding in New York State. A modified, far less expensive "model" has been proposed by the MT-I Program Advisory Board, and is under consideration by the State Legislature. It seems unlikely that New York State will require the program if state funding in some form is not forthcoming, but that remains to be seen.

Summary

The purpose of the Mentor Teacher-Internship Program in New York State is to provide support and guidance to beginning teachers as they enter the profession. MT-I projects allow permanently certified teachers who demonstrate mastery of pedagogical, subject matter, and interpersonal skills to work as mentors with first-year teachers. The focus of the Program is the relationship of the mentor and the intern, which develops and changes throughout the project year, as the mentor guides the new teacher to reflective self-assessment, professional confidence, and independence. As Odell (1988) has observed, "It would appear that the teacher induction context may produce new teachers who are characterized as being more motivated to continue teaching, more open to the receipt of support, and more focused on the

instructional process during their initial teaching year" (p. 10). Experiences in New York State appear to support this assertion, as there is a growing awareness of the role institutions of higher education and their faculty can play in this effort, and an increased willingness as well to embark on meaningful collaborative efforts.

> The "Education Decade" is upon us. Included in this decade will be the process of mentoring and the strong linkage among schools, colleges/universities, and industry (collaborative agreements). Teachers, professors, and business people must work hand-in-hand to make sure innovations such as mentoring and collaborative agreements improve the quality of life inside the school environment, reinforce teacher initiative and innovation, and reward the seriousness of intellectual pursuit. (Swiatek, 1990, p. 31).

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ATTACHMENT "A"

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching
Albany, New York 12230
AMENDMENTS TO THE REGULATIONS OF
THE COMMISSIONER OF EDUCATION

Pursuant to Sections 207, 305 and 3004 of Education Law
SECONDARY ACADEMIC SUBJECTS

Section 80.16 of the Regulations of the Commissioner of Education is repealed and a new section 80.16 is added, effective September 1, 1993, to read as follows:

80.16 Certificate valid for teaching English, a language other than English, mathematics, a science, and social studies in grades seven through twelve (7-12).

(a) Provisional Certificate.

(1) Preparation for a provisional certificate. To obtain a certificate to teach English, a language other than English, mathematics, a science (biology, chemistry, physics, earth science), and social studies in grades 7-12, a candidate shall meet the requirements in one of the following subparagraphs.

(i) Completion of an approved program registered by the Department specifically for service as a teacher of English, a language other than English, mathematics, a science (biology, chemistry, physics, or earth science), or social studies in grades 7-12. An approved program is one which prepares the teacher to create a productive learning environment, plan and execute instructional activities; monitor and assess student teaching; address the special developmental and educational needs of middle level and high school students; and work effectively with students from minority cultures, students form homes where English is not spoken, students with handicapping conditions, and gifted and talented students. The program will assure that the candidate has completed a baccalaureate degree with a concentration in one of the liberal arts or sciences appropriate to the area of the teaching certificate and college-level study in a language other than English. The program will provide college-supervised student teaching in both the middle level and high school grades.

(ii) Interstate agreement on qualifications of educational personnel. A provisional certificate may be issued to an applicant who has satisfied the conditions of the agreement by completing a program of preparation at an approved institution of higher education, or who has attained an initial regular certificate and the required experience in a state which has contracted with the State of New York pursuant to Education Law section 3030; or

(iii) Alternative completion of requirements. A provisional certificate may be issued to an applicant who has completed a program which shall include the following:

(a) a baccalaureate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees and whose programs are registered by the Department;

(b) a concentration, satisfactory to the Commissioner, of 18 semester hours in professional education, which enables the teacher to create a productive learning

environment, plan and execute instructional activities, and monitor and assess student learning in the middle level grades through grade twelve. Teachers must be prepared to address the special developmental needs of adolescents through young adults. The concentration must prepare the teacher to work effectively with students from minority cultures, students from homes where English is not spoken, students with handicapping conditions, and gifted and talented students;

(c) a satisfactory concentration of 36 semester hours of college-level credit in the area in which certification is sought. For certification in a specific area of science, at least 18 hours of the 36-semester-hour total must be in the specific science area (biology, chemistry, physics or earth science of the certificate. For extension of the certificate to also teach general science 18 semester hours in one science and study in at least two others is required;

(d) one year of college level study of a language other than English or the equivalent; and

(e) a college-supervised student teaching experience in both the middle level and high school grades or its equivalent, satisfactory to the Commissioner.

(2) Examination for provisional certification. Each applicant for a provisional certificate shall submit evidence of having achieved a satisfactory level of performance on a test of liberal arts and sciences satisfactory to the Commissioner.

(3) Time validity. The provisional certificate shall be valid for five years from its effective date and is renewable subject to the approval of the Commissioner for good cause shown.

(b) Permanent Certificate.

(1) In addition to satisfying the requirements for provisional certification, the candidate shall have:

(i) completed a satisfactory one academic year supervised internship in a public or nonpublic school pursuant to regulations of the Commissioner to be adopted by the Regents;

(ii) earned a master's degree functionally related to the field of teaching service as defined by the Commissioner.

(2) Examination for permanent certification. Each application for a permanent certificate shall submit evidence of having achieved a satisfactory level of performance on an examination in the area of the teaching certificate acceptable to the Commissioner and on an assessment of teaching skills acceptable to the Commissioner.

(3) Extension for teachers of a language other than English in early childhood grades through grades 3 (PreK-3) or in lower and upper elementary grades (K-6). A provisional or permanent certificate for teaching a language other than English may be extended to include the teaching of a language other than English in early childhood grades through grade three (PreK-3) or in lower and upper elementary grades (K-6) upon completion of a 45 clock hour program of collegiate study, acceptable to the Commissioner, in the teaching of languages other than English in early childhood grades through grade three (PreK-3) or in lower and upper elementary grades (K-6), or such alternative preparation as may be approved by the Commissioner.

ATTACHMENT "B"

Colleges and Universities Responding to Survey

ALFRED UNIVERSITY	Alfred, NY 14802
BANK STREET COLLEGE OF EDUCATION	New York, NY 10025
BARNARD COLLEGE, COLUMBIA UNIV.	New York, NY 10027
COLGATE UNIVERSITY	Hamilton, NY 13346
COLLEGE OF MT. SAINT VINCENT	Riverdale, NY 10471
COLLEGE OF NEW ROCHELLE	New Rochelle, NY 10805
COLLEGE OF ST. ROSE	Albany, NY 12203
CUNY - BERNARD M. BARUCH	New York, NY 10010
CUNY - HUNTER COLLEGE	New York, NY 10021
CUNY - YORK COLLEGE	Jamaica, NY 11451
DOMINICAN COLLEGE	Orangeburg, NY 10962
D'YOUVILLE COLLEGE	Buffalo, NY 14201
EASTMAN SCHOOL OF MUSIC	Rochester, NY 14604
EMPIRE STATE COLLEGE	Saratoga Springs, NY 12866
FORDHAM UNIVERSITY	New York, NY 10023
HARTWICK COLLEGE	Oneonta, NY 13820
HOUGHTON COLLEGE	Houghton, NY 14744
THE KING'S COLLEGE	Briarcliff Manor, NY 10510
LE MOYNE COLLEGE	Syracuse, NY 13214
MANHATTANVILLE COLLEGE	Purchase, NY 10577
MARYMOUNT COLLEGE	Tarrytown, NY 10591
NAZARETH COLLEGE	Rochester, NY 14618
NIAGARA UNIVERSITY	Niagara Falls, NY 14109
ROBERTS WESLEYAN COLLEGE	Rochester, NY 14624
ST. BONAVENTURE UNIVERSITY	St. Bonaventure, NY 14778
ST. JOSEPH'S COLLEGE	Patchogue, NY 11772

ST. THOMAS AQUINAS COLLEGE	Sparkill, NY 10976
SIENA COLLEGE	Loudonville, NY 12211
SKIDMORE COLLEGE	Saratoga Springs, NY 12866
SUNY COLLEGE AT NEW PALTZ	New Paltz, NY 12561
SUNY COLLEGE AT OLD WESTBURY	Old Westbury, NY 11568
SUNY COLLEGE AT ONEONTA	Oneonta, NY 13820
SUNY COLLEGE AT PLATTSBURGH	Plattsburgh, NY 12901
SUNY COLLEGE AT POTSDAM	Potsdam, NY 13676
SUNY - ALBANY	Albany, NY 12222
SUNY - BINGHAMTON	Binghamton, NY 13902
SUNY - BUFFALO	Buffalo, NY 14260
SUNY - OSWEGO	Oswego, NY 13126
SYRACUSE UNIVERSITY	Syracuse, NY 13244
TEACHERS COLLEGE, COLUMBIA UNIVERSITY	New York, NY 10027
UNIVERSITY OF ROCHESTER	Rochester, NY 14627
VASSAR COLLEGE	Poughkeepsie, NY 12601
WAGNER COLLEGE	Staten Island, NY 10301
YESHIVA UNIVERSITY - STERN COLLEGE	New York, NY 10016

ATTACHMENT "C"

SURVEY OF NEW YORK STATE INSTITUTIONS OF HIGHER EDUCATION

IN TEACHER MENTORING EFFORTS

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1. Has your institution, or have any of your faculty members independently, had any connection with mentor teacher-internship programs in any New York State elementary and/or secondary school(s), or with a Board of Cooperative Educational Services (BOCES) unit?

____ Yes, institution ____ Yes, faculty independently ____ No

Please identify the District(s) or BOCES unit(s): In what year?

_____ _____

_____ _____

_____ _____

Please specify the type of relationship or services offered:

____ research and/or literature review
____ program development
____ grant writing
____ program evaluation
____ mentor training
____ subject area workshops
____ other (please specify):

_____

_____

_____

2. Does your institution provide workshops, seminars, and/or courses in mentoring the beginning teacher?

____ Yes ____ No

Please list the course, workshop, or seminar titles below. Please identify courses as graduate or undergraduate, and indicate whether it is part of a degree program.

Name of Course/Workshop/Seminar	G/UNDRG?	Degree?

Have any of the above been offered through a Teachers' Center? ____ Yes ____ No

Please identify the Teachers' Center:_____

3. Does your institution include mentoring skills as part of the content of any course?

____ Yes ____ No

Please identify the skills below:

____ coaching
____ clinical supervision
____ adult learning theory
____ conferencing skills
____ interpersonal communication skills
____ observation
____ reflective teaching
____ other (please specify):

_____

_____

4. Are there any other cooperative or collaborative ways in which your institution and the schools are currently assisting the beginning teacher? Please describe these below, and, if possible, send any pertinent descriptive materials:

_____

_____

_____

_____

5. In light of the new **Commissioner's Regulations** (effective September 1993) which require a year's supervised internship for permanent certification in academic subjects, are there courses or other efforts in mentoring anticipated at your institution? Please describe these below, and note if these efforts focus on preparation for mentors or on increasing new teachers' awareness of the mentoring process:

_____

_____

_____

_____

Name of Institution: _____

Mailing Address: _____

_____

Telephone: (_____) _____

Name of contact person or individual completing this survey:

_____ **Date:** _____